

*Bright Futures begin with summer reading...*



# BRIGHT FUTURES: SCHOOL PARTNERSHIPS

Library Toolkit

Includes program information, application instructions, and resources for your meetings with your schools' principals and school librarians.

Questions? Staci Shaw

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*The School Partnerships program is sponsored by the Idaho Commission for Libraries and is funded in part by the Institute of Museum and Library Services, under a provision of the Library Services and Technology Act.*

# Strengthening Library-School Partnerships for Summer Reading

## Why is it vital for libraries to establish strong partnerships with the schools, especially elementary schools, in their area?

- 81% of low-income Idaho kindergartners were reading at grade level in the spring of 2013. When they returned as first graders in the fall, only 56% were reading at grade level. (Idaho Reading Indicator, Idaho State Dept. of Education)
- 63% of low-income Idaho first graders were reading at grade level in the spring of 2013. When they returned as second graders in the fall, only 41% were reading at grade level. (Idaho Reading Indicator, Idaho State Depart. of Education)

These data sets vary in each school district, but a significant drop in reading skills, as indicated by the Idaho Reading Indicator, is consistent from spring to fall. Children who do not continue to read over the summer months can lose as much as two months of the gains they achieved in school.

In "Eliminating Summer Reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap," Allington and McGill-Franzen state that "*Summer reading setback has been well established as a major contributor to the rich/poor reading achievement gap. Although well established, the research has been largely ignored by schools as well as by state and federal agencies. The evidence available suggests that the limited access that children from low-income families have to books lies at the base of the summer reading setback. The evidence also suggests that providing children from low-income families with self-selected books to read during the summer is an effective strategy for addressing the problems of summer reading loss.*" (2013) <sup>1</sup>

Mraz and Rasinski state in an article on the Reading Rockets website that "Access to reading materials has been consistently identified as a vital element in enhancing the reading development of children. Of all the activities in which children engage outside of school, time spent actually reading is the best predictor of reading achievement." (2007)<sup>2</sup>

Almost every public library in Idaho offers a free summer reading program; however, a relatively small percentage of students actively participate in library summer reading programs. This percentage is even smaller in regard to low-income children, and children living in rural areas where the library is several miles away.

Libraries and schools must work together to not only *promote* summer reading, but *actively engage* students in a consistent reading routine that consists of highly-engaging, self-selected reading materials.

Recent case studies, pilot programs, and research indicate that when the school, especially the school administrator, is actively involved in ensuring students participate in summer reading, more students maintain reading skills and achievement levels. Some key components in successful summer reading programs include:

- Active involvement from school administrator and/or other key staff (such as reading specialists and teachers), which includes communication with parents, follow-up with parents, setting a level of expectation for participation, monitoring over the summer, and recognition/celebration in the fall.
- Fingertip access to high-interest books and other print material, especially for low-income, refugee, ELL, and rural children, and children spending a significant amount of time in child care settings.
- Interaction with adults or peers regarding book selection (interest and level), discussion, extension activities, reading aloud, or assistance with reading text.
- Establishing a reading routine or goal and monitoring reading progress.
- Evaluation of program.

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<sup>1</sup> Richard L. Allington and Anne McGill-Franzen (2013): Eliminating Summer reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap, Reading Today, April/May 2013, 10-11.

<sup>2</sup> Mraz, M. and Rasinski, T. Summer Reading Loss: Reading Rockets, Accessed January 09, 2015. [www.readingrockets.org/article/summer-reading-loss](http://www.readingrockets.org/article/summer-reading-loss)

Based on what has proven effective, what is needed for data collection, and what is typically feasible for Idaho libraries and schools, ICfL offers the following opt-in program for public libraries and their school partners.



## Bright Futures Outreach: School Partnerships 2015 Overview

### Desired Outcome:

Children will maintain their reading achievement skills over the summer with support from Idaho libraries.

### Desired Output:

Children will read a minimum of 10 hours or read a minimum of 10 books during their summer break.\*

*\*Read= reading independently and/or being read to (read alouds, audiobooks, online books)*

### Objectives:

- The public library and elementary school collaborate to minimize summer learning loss.
- Public library staff, the principal, and the school librarian collaborate to increase student participation in the public library's summer reading program.
- Parents of elementary school children understand the importance of maintaining a consistent reading routine over the summer months.

### Qualifications:

- Publicly-funded public libraries may apply.
- Public library must provide regularly scheduled summer programs for the targeted school-age students during the application year. If your library is planning construction or remodeling this summer, and regularly scheduled programs will not be held in an alternate location, the library does not qualify for this program.
- Public libraries must partner with *public* elementary schools. The following schools do not qualify: private, parochial, preschools, middle/junior high schools, daycares, or homeschool organizations.
- "Participation" in the library's summer reading program must not be dependent solely on physical attendance at on-site library programs.
- Libraries that agree to track the number of students who read a minimum of 10 books or 10 hours will be given priority. [See more information about this component.](#)

### Partnership Package:

The following items will be provided in the spring for both the library **and** the school(s) upon acceptance of the application:

- One 24" x 60" vinyl banner that promotes summer reading\*
  - Ten hardcover books, fiction and non-fiction titles, to add to the library's collection\*
  - 50 paperback books to use for Little Libraries, honor collections, or prizes
- Bonus:* If the school achieves its goal for student participation, the school and library each receive five additional hardcover books for their collections in the fall.

*\* A note about the partnership packages:* Hardcover books are for the libraries' collections and are not to be used as student prizes. If you cannot use the vinyl banner please give it to a library, school, business, or organization; you may also choose to return it to ICfL to re-distribute.

**Program summary:** (please see “Program Components” for details)

1. Libraries can partner with up to five schools.
2. Meet with each school’s principal and librarian in person. Develop a Summer Reading Challenge that involves the whole school or that targets specific grades. The Reading Challenge must include:
  1. A goal for the number/percentage of children participating in the public library’s summer reading program.
  2. A reading output goal for the school (total minutes read, books read, books per child, etc.).
  3. A plan for promoting the Challenge to students and parents, as well as teachers and staff.
  4. A plan for increasing students’ access to books and other print materials over the summer.
  5. A plan for monitoring student/school progress during the summer.
  6. A recognition/celebration event when school resumes in the fall.
3. Track school’s student participation in Summer Library Programs.
4. Design and administer an evaluation of the library’s summer reading program.
5. Submit participation statistics in Summer Reading Report, due September 15.

**Application deadline: March 20, 2015**

Application process:

1. Read detailed program components in Toolkit and/or watch this short webinar:  
<http://libraries.idaho.gov/landing/summer-reading>
2. Meet with principal(s) and school librarian(s) at up to five elementary schools to design Reading Challenge and determine goals.
3. Apply online by **March 20**. Use the worksheet provided in this toolkit with each school.

**Program Components:**

**1. Libraries can partner with up to five schools.**

Public elementary schools only. Private, parochial, preschools, middle/junior high schools, daycares, or homeschool organizations do not qualify as partners. If the library wishes to add additional schools, an application can be submitted and placed on a waiting list. After April 1, if partnership packages are still available applications will be accepted in the order in which they were received.

*\*Public libraries that also serve as the school library may apply; however, only one partnership package will be provided.*

If your district has more than five elementary schools you might consider looking at the following resources in order to choose the schools with the highest need. You **do not** need to submit data from either of these sources when you apply.

- **Free/Reduced Lunch rates:** A high percentage of students that qualify for free or reduced lunch indicate a higher level of low-income children attending that school. Schools with percentages at or above 40% typically qualify as “Title 1” schools. You can find your schools’ rates here: [www.sde.idaho.gov/site/cnp/statisticsFinance/](http://www.sde.idaho.gov/site/cnp/statisticsFinance/). Look under the last column.
- **IRI Scores:** The IRI is administered each year in September and May. You can find your schools’ scores on the State Department of Education’s website, or by visiting this URL:

<https://apps.sde.idaho.gov/IRI/PublicReports/PublicReport.aspx>

When you get to the website, choose the current school year, the IRI Term (Fall or Spring) and the grade level you are interested in viewing. Then click “District” and choose your school district. Once you are in the correct district you can click on “Building” and find your local elementary schools. Choose the school you wish to view, then click “View Report.” When results appear you can choose “Total Students”; you can choose “Title 1” to see scores for just the low-income students in that grade; or you can choose “LEP” which is “Limited English Proficient” (native language is not English).

## **2. Meet with each school’s principal and librarian and develop a Summer Reading Challenge.**

The application deadline is March 20, which is during or around Spring Break for most schools. Set up your meeting in January or February in order to give the principal and school librarian plenty of time to help develop plans. If the school does not employ a school librarian, the school can assign that role to a reading specialist, Title I teacher, ELL teacher, classroom teacher, or VISTA volunteer. The goal of this program is to have collaboration between the public library, the principal, and the school librarian, so it is important that all three of you meet together *at the same time*. Some libraries have found that it is helpful to meet with all the partner schools’ principals and librarians at one meeting. Some resources to help with your meeting can be found on page 16.

Develop a Summer Reading Challenge that involves the whole school or that targets specific grades. The Summer Reading Challenge must include:

### **A. A goal for the number/percentage of children participating in the public library’s summer reading program.**

Determine the number of children currently enrolled in the target grades, then determine how many children your team thinks will participate as a result of your collaborative plan. This number should be based on the number of students from the school who participated in summer reading in previous years, enrollment in summer school programs, etc. Be sure to set a *reasonable* goal – one that can realistically be reached. Be sure to submit **both** a specific number and percentage on your application.

#### **Example:**

Target Grades: **K-6**      No. of children in target grades: **240**

Number / % of students who participated in library’s summer reading program in 2013: **72 / 30%**

Goal: Number / % of students who will participate in library’s summer reading program in 2014: **96 / 40%**

*Note: A 10% increase from the previous year is an example of a reasonable, achievable goal for this school.*

**Bonus!** Each library and school that meets or exceeds its participation goal will receive an additional collection of five hardcover books in the fall. Indicate which schools qualify on the library’s Summer Reading Report by September 15 (eligible libraries and schools listed on reports submitted after the deadline no longer qualify).

### **B. A reading output goal for the school.**

A contest or challenge is a great way to motivate students, teachers, parents, and school leaders to reach the summer library program participation goal. The principal and school librarian can decide what the output for the school should be. If they want to just focus on the number of children participating in the library’s summer reading program that’s fine; but they could also choose an additional goal, such as 10,000 minutes or 10 books per person or any number of reading outputs, as a fun way to get everyone involved. Suggest that the school staff take part in the challenge as well! Then determine the reward for meeting the goal and who will provide it. If you’re working with more than one school you might consider a contest between schools with a reading trophy or something to win for the year.

### **C. A plan for promoting the Challenge to students, parents\*, teachers, and staff.**

This should involve all three of you: public librarian, school librarian, and principal. See examples on pages 13-15.

Be sure to include how the Challenge will be presented to school staff, as staff buy-in is essential to success.

\*At least one component in your promotion plan must involve face-to-face contact with parents in some way, shape, or form, by either the public library or school staff. Consider End-of-Year Events, Family Nights, awards assemblies, parent-teacher conferences, sporting events, etc. Your application will ask you to *very briefly* describe each person's role and how parents will be reached face-to-face. If the face-to-face requirement is not feasible, please contact Staci Shaw (see contact info below) for alternatives.

### **D. A plan for increasing students' access to books/print materials over the summer.**

Students can't participate in summer reading or maintain a reading routine if they don't have good books to read, and we know many students do not have books in the home or a way to get to the public library. Your plan should include how the library, school, or both will increase access to books. Remember, you are each receiving 50 paperbacks as part of your partnership package. Increased access could involve Little Libraries at the school, opening up the school library a few times over the summer, library outreach with rotating collections or Bookmobile at the school or local park, etc., sending books home with students before summer break, transportation to the library from the school a few times over the summer.....

### **E. A plan for monitoring student/school progress during the summer.**

A crucial component in other successful summer reading programs involves the school administrator knowing how many students are actually participating in the library's program and checking in with students or families over the summer to reiterate involvement. Your plan must include **at least one way** the principal will communicate with students or families **at least one time** over the summer to remind them to sign up for summer reading and work to meet the school's Reading Challenge. This could be done through email, texts, a letter home, robo calls, etc., which only take a few minutes of time but can have substantial impact on participation. Check in by teachers and/or reading specialists can also be highly effective and are encouraged, but should not replace a check in by the principal.

The school will also need to develop a way to track the Reading Challenge output goal and determine whether it was achieved. For convenience you may want to use whatever system your library uses for reading logs, but you can all determine the best way to go about this. We will not ask for this piece of information on your application, but on your Summer Reading Report we will ask if the school achieved its goal.

### **F. A recognition/celebration event when school resumes in the fall.**

This event recognizes the students who participated in summer reading, and announces the results of the school-wide challenge. This can be schoolwide at an assembly, Back-to-School Night, or other school event, or library staff can go class to class. Many libraries choose to present the school's set of hardcover books to the student body during this event. Most libraries present certificates of completion, and some present students with an additional book. The library, principal, and school librarian should all be involved in this planning. See pages 13-15 for ideas.

## **3. Track school's student participation\* in Summer Library Programs.**

The public library must use a system to determine how many of each school's students actually participated in the library's summer reading program, as well as the name of each participating student. Participation numbers will be submitted on the annual Summer Reading Report, and the names will be needed for the Fall Recognition Event.

**\*Participation:**

1) School Partnerships is an outreach program, designed to keep kids reading over the summer through partnerships between the library and school. The desired outcome is that children maintain the reading skills achieved throughout the school year over the summer. The schools we are targeting have students who are less likely to have a way to get to the public library over the summer. Therefore “participation” as tracked by the library cannot be **solely** based on whether a child comes in to the library to attend a program. Libraries and schools will need to find creative ways for the students to participate (reading logs that can be filled out at home and submitted to library electronically or through the mail; off-site library programs at schools or parks; Bookmobile or Book Wagon programs; online tracking programs; etc.).

2) ICfL is attempting to collect baseline consistent data about how much reading children are engaged in through library summer programs. Therefore, libraries that agree to track the number of children reading at least 10 books or 10 hours over the summer will be given priority in the School Partnerships Application process.

**4. Design and administer an evaluation of the library’s summer reading program.**

Many libraries already formally evaluate their SRP, and that is acceptable for this criteria; however, if your library does not formally evaluate the quality and effectiveness of its program you will need to design and administer a formal evaluation in order to participate in any Bright Futures programs.

“Formally evaluate” means deciding what the library wants to know about its SRP, designing an evaluation tool, administering the evaluation, collecting and compiling the data, and evaluating the results. The evaluation is of the library’s summer program in general, not just this program; however, if the library wishes to evaluate the School Partnerships program in particular we can work that out with you on a personal basis.

“Formal” evaluation = Surveys, focus groups, comment cards, or questionnaires (i.e., questions are predetermined and data is collected and compiled).

Observations, conversations with parents or children attending events, and comments overheard are valuable and can be *included* in the formal evaluation process, but they do not, in and of themselves, count as formal evaluation.

Evaluation can be simple and succinct, with just a few questions directed at your target audience, and can require minimal staff time. Audiences can include children, teens, parents, teachers, child care providers—design something that works for your library’s staffing constraints, yet tells you how well you are meeting the needs of your community. See “Evaluation Tools” at <http://libraries.idaho.gov/page/summer-reading-resources> for more suggestions, sample questions, and customizable survey template.

Your ICfL summer reading coordinators are happy to work with you to develop a survey tool or answer questions about evaluation.

**5. Submit participation statistics in Annual Summer Reading report by September 15, 2015.**

In previous years we’ve asked libraries to submit a separate report that contained school participation results and comments regarding the partnership and collaboration plan. To make things easier for everyone and to meet new LSTA reporting requirements, we will ask libraries to submit the following information in the regular Summer Reading report that all libraries must submit at the end of the summer reading program:

For each school:

- Participation goal (# of students and % of students) of each school
- Actual participation statistics for each school (# and %) and whether they achieved their goal
- School’s Reading Challenge Goal and whether they achieved their goal
- Number of visits library made to school (spring, summer, fall)
- Whether school library was accessible during summer months

- Whether face-to-face contact was made with parents in spring regarding summer reading
- Whether summer contact with children or parents was made by school administrator
- Brief description of fall recognition/celebration event
- Optional comments

A data tracking worksheet will be provided in order to keep track of these statistics for your report. See Appendix 17 or <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships>.

Failure to comply with the requirements of the School Partnerships program or reporting requirements may affect the library's eligibility to participate in other ICfL-sponsored programs or to receive summer reading resources the following program year.

*Supplies are limited! Applications will be accepted on a first-come, first-served basis and libraries willing to collect the number of students who read at least 10 books or 10 hours will be given priority.*

## Ready to apply?

See Checklist below, then go to <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships> and submit by **March 20, 2015.**

If you have questions, contact Staci Shaw

Phone: 208-334-2150 or 800-458-3271

Email: [staci.shaw@libraries.idaho.gov](mailto:staci.shaw@libraries.idaho.gov)

*Funding for all Bright Futures programs is made possible by a grant from the Institute for Museum and Library Services under a provision of the Library Services and Technology Act.*

## APPLICATION CHECKLIST

Once you begin filling out the online application you will not be able to save information and go back later to revise or complete. Follow this checklist to make sure you're ready to fill out all needed information and submit. If you do accidentally submit an incomplete application be sure to notify [staci.shaw@libraries.idaho.gov](mailto:staci.shaw@libraries.idaho.gov) ASAP so we can delete it.

- Completed Reading Challenge worksheet for each school. **All fields** must be completed unless noted "optional."

Incomplete applications will require follow-up by our staff, which will affect the actual process date. This could affect the application deadline. Applications are approved based on process date.

- Information regarding how your library will formally evaluate its summer reading program (survey tool and audience).

This will be a simple checkmark: The kind of evaluation(s) you plan to use (survey, questionnaire, etc.) and the target audience(s) (children, teens, parents, etc.)

- Whether or not your library will track the number of children who read at least 10 books or 10 hours.

This will be a simple checkmark: yes or no

- Library director name and contact information, if different than applicant.

A copy of the submitted application, along with directions for tracking and reporting, will be sent to the library director so that ample notification is provided and the director is aware of the library's commitments.

## **SCHOOL TOOLKIT AND READING CHALLENGE AND WORKSHEET:**

### **Instructions for Libraries**

Print a copy of the School Toolkit for each school with whom you plan to partner for the School Partnerships program. Take it to your meeting or email it to the principal and school librarian ahead of time. It contains some background information, details about the Reading Challenge and School Partnerships program, and a worksheet to use to make sure each component is discussed. Download at <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships>.

Use the worksheet in the School Toolkit to record the Reading Challenge and plan for each component that you, the school principal and school librarian agree upon. (You don't have to use this worksheet, as there is limited space on there to write, but you should make sure each component is discussed and recorded so you can submit the information on your actual application.) There is also a word version of the worksheet on the School Partnerships website (link below) that you can use.

When you're ready to apply, transfer the information from the worksheet to the online application at <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships>. If you're working with more than one school, apply when ALL of your schools' worksheets are completed and you can do everything at one time.

Once the application is approved a package containing a copy of the application and additional resources will be sent to the principal and school librarian using the school mailing address provided on your application.

**Application deadline: March 20, 2015**

# READING CHALLENGE WORKSHEET

The School Partnerships program is sponsored by the Idaho Commission for Libraries and is funded in part by the Institute of Museum and Library Services, under a provision of the Library Services and Technology Act. Please see attached Program Description. If you have questions please contact your local public library partner, or contact Staci Shaw, Idaho Commission for Libraries Project Coordinator, at [staci.shaw@libraries.idaho.gov](mailto:staci.shaw@libraries.idaho.gov).

\*Fields marked with an \* are required for application.

\*School: \_\_\_\_\_

\*Principal: \_\_\_\_\_ \*Principal's email: \_\_\_\_\_

\*School Librarian: \_\_\_\_\_ \*School Librarian's email: \_\_\_\_\_

\*School's mailing address: \_\_\_\_\_

## Reading Challenge Information:

### **1: Participation in the public library's summer reading program**

\*How many children from this school participated in the library's summer reading program in 2014? (if applicable) \_\_\_\_\_

\*Which grades are you targeting for participation in the library's 2015 summer reading program? \_\_\_\_\_

\*What is your achievable goal for number and percentage of children in the school's target grades who will participate in the library's summer reading program in 2015? \_\_\_\_\_ # of students \_\_\_\_\_ % of students in target grades

### **2: Reading Output Goal for School**

\*Describe school-wide goal (certain number of books read, or certain number of minutes read, etc., that can be measured and tracked easily):

What is the reward for the school if the goal is achieved?

## Components to Help Ensure Success:

### **Spring Promotion:**

How will each of you promote this Reading Challenge to students?

\*Library:

\*School librarian:

\*Principal:

Other:

**Face-to-Face/Direct Communication with Parents**

\*Describe how the library or school (or both) will communicate the importance of maintaining a consistent reading routine over the summer and promote the Reading Challenge to parents:

**Access to books for “underserved” children**

\*How will the library or school attempt to get books in the hands of those students who can’t get to the public library over the summer?

Will the school library be accessible during the summer months? \_\_\_\_ yes \_\_\_\_ no

\*How will the 50 paperback books the library and school receive in the partnership package be used?

**Summer Monitoring or Check-In**

\*Describe how the school administrator will communicate/check-in with students or families **at least one time** during the summer months, to encourage participation in the library’s summer reading program and/or to remind them about school-wide reading goal, or to monitor progress toward goal:

**Tracking Participation**

\*What will the library require for “participation” in summer reading, in regard to this partnership?

How will the library track this information?

**Fall Recognition**

\*How will the School-Public Library Team recognize the students who participated in the summer reading program, and celebrate the school’s summer reading accomplishment, when school resumes in the fall?

Transfer the above information to the online application: <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships>.

# SCHOOL PARTNERSHIPS

## Examples of Activities

Here are some ways in which libraries and schools have partnered to increase participation in summer reading programs and increase access to books for underserved children:

### **In the Spring: Promotion**

#### Combined staff and/or Parent Organizations

- School provides incentive if goal is reached
- School-wide contest to increase participation from last year, reward in fall
- Post a chart of each successive year's participation numbers, set school-wide goal
- Summer Reading Theme day (dress up, special events, food, etc.)
- School sends flyers home (paper or electronic)
- Poster contest w/theme- display posters at school, then at library over summer
- Family Event (BBQ, swim party, carnival, etc.), hosted by school (or school and library), sponsored by local business, library attends to register and provide info
- School staff (principal, teachers, librarian) collaborate with public librarian to plan reading incentives for SRP at library (smaller communities)
- Displays and decorations about summer reading/theme
- School webmaster posts summer reading events on school website, including links to library, library catalog, events, summer reading registration (also consider putting on District website)
- Teachers/staff/principal put on a play about summer reading
- Advertise summer reading on school marquee/reader board
- Include article in school newspaper
- Each class makes part of a special summer reading banner that will be displayed at the library
- Promote at Book Fair

#### Principal

- Promote during daily/weekly announcements to classes (intercom, video)
- Promote in parent newsletters
- Send personal notes to parents (smaller schools)
- Use of student call lines (automatic calls to each family from principal)
- Set up Reading Buddy program for over the summer

#### School Librarian

- Celebration in library last week(s) of school
- Hand out info regarding registration, program schedule, library card applications
- Lunch and book talks
- Read themed books during last week(s) of school
- Customized reading logs, gameboards, record sheets with reward in fall for completion
- Glogster, Prezi, Animoto and other alternative presentations
- Utilize digital photo frames for booktalks, trailers, etc.
- Raffles with SRP registration

#### Teachers/Specialists

- Librarians give names of summer readers to teachers so they can compare IRI scores from spring to fall
- Promote program within classrooms- to kids, to parents
- Register students at parent-teacher conferences (spring)
- Intervention teams, Title I teachers, reading specialists work directly with families to register children

- Set up Reading Buddy program for over the summer

#### Public Library/Access to Kids

- Library makes presentation to teachers and staff, parents
- Library table at recess last week or so of school, sign kids up
- Library table at parent-teacher conferences
- Library table and/or special activities during Family Reading/Math Night/Title I Night
- Library table/presentation at Track and Field Day, Science Fair, other end-of-year events
- Library includes summer reading registration information during kindergarten registration
- On-site registration
- Raffles with SRP registration
- Small libraries combine resources to promote to shared schools

#### **In the Summer: Involvement**

##### Combined staff and/or Parent Organizations

- Plan special “school social” days at library
- Arrange transportation to library each week
- Establish “Little Libraries” on school grounds

##### Principal

- Attend summer library event(s)
- Be a guest reader
- Use student call lines to remind and encourage students to read and participate in SRP
- Ask children to leave voice mails with number of minutes read each week
- Send postcards to families each week with a fun book activity or challenge and reminder to keep reading. Students return completed cards to library or school for drawings.
- Send letter or email to parents
- Send weekly texts to parents

##### School Librarian

- Attend summer library event(s)
- Be a guest reader
- Open school library a few hours each week so students can check out books

##### Teachers/Specialists

- Attend summer library event(s)
- VISTA volunteers work with students at school or library
- Be a guest reader
- Send letter or email to parents
- Send books to students through mail

#### Library/Access to Kids

- Library outreach during scheduled summer school
- Bookmobile visits school weekly/monthly
- Outreach to parks, swimming pools, community centers on a consistent basis
- “Participation” in SRP is not dependent **only** on attendance at on-site library programs

#### **In the Fall: Recognition**

##### Combined staff and/or Parent Organizations

- Special event/lunch
- Publicize names of summer readers in school newsletter
- Names of summer readers on special display
- Publicize statistics of summer reading participation (for students, parents, teachers, administration, school board) on school bulletin board, website, newsletter, etc.

#### Principal

- Recognize students at assembly
- Lunch w/principal (or some other special treat)
- Publicize participation statistics on website or in district newsletter
- Performs special activity or task if goal is met (kiss a pig, do The Hustle)

#### School Librarian

- Recognize students at assembly
- Lunch w/librarian (or some other special treat)
- Ask summer reading participants to share about the books read and prizes earned
- Make special bookmarks with names of summer readers
- Display photos of summer reading programs and student participation on digital photo frame

#### Teachers/Specialists

- Librarians give names of summer readers to teachers so they can compare IRI scores from spring to fall

#### Library/Access to Kids

- Recognize students at assembly with certificates
- Recognize school staff who attended programs or starred as a guest reader
- Present school with their set of hardcover titles
- Make special bookmarks with names of summer readers

#### **Year-Round Contact:**

- Monthly storytimes (even in junior high)
- Attend staff meetings regularly
- Share booktrailers, etc. with school library- add public library's name
- Attend family events
- Attend special school events
- Family Reading Week partnerships
- Teacher events at library
- Teacher cards, courier service
- Use of library community room for school meetings, etc.
- Read-to-Dog programs at school
- Storytimes or programs in school library after school
- Promote Tumblebooks™ (to parents at events, or bookmark library's page on school computers)
- My First Books (kindergarten only)
- Read to Me Jumpstart (Kindergarten registration)
- Booth at Book Fairs
- Sports teams partnerships (Steelheads Hat Trick program, etc.)
- Reading programs or contests with local businesses

# Resources for Partnership

Please see the ICfL Summer Reading Resources website for these great tools and more...

<http://libraries.idaho.gov/page/summer-reading-resources>

## Summer Learning Loss Handout

**About Idaho's Kids**

- Approximately 110,000 children under the age of 18 live in Idaho.
- 17% are living in poverty (Statewide Poverty Report, 2013).
- 25% have experienced homelessness (Statewide Poverty Report, 2013).
- There are 314,284 school children aged 5-17 (Idaho State Department of Education, 2011).
- 47% of children in public schools are Hispanic (Statewide Poverty Report, 2013).
- Nearly 10,000 children are enrolled in public schools in the 100 poorest counties (Statewide Poverty Report, 2013).
- Over 100 languages are spoken by children in Idaho public schools (Statewide Poverty Report, 2013).
- Over 50% of Idaho youth are enrolled in public schools (Statewide Poverty Report, 2013).

**Summer Learning Loss and Library Summer Reading Programs**

In 2014 over 60,000 Idaho children and teens participated in a summer reading program through their local library. Additionally, another 30,000 children and teens participated in library summer outreach programs.

**What the research says**

Over 30 years of studies consistently show that students who do not continue reading over the summer lose as much as 3 to 4 months of academic progress. This is especially true for low-income children. While children in higher-income families have access to books and participate in activities that support continued learning, children in low-income families have few books in the home and have restricted access to books.

By the end of the sixth grade much of the achievement gap between high-income and low-income children can be attributed to loss of learning over the summer months. Some studies estimate that this gap can be as wide as three years.

**Public libraries are helping to close the book gap by providing children of all backgrounds access to high-quality reading materials and rich language experiences... The public library is important to the reading achievement of many children, particularly those children who lack other reading resources.**

**From: "The Role of Public Libraries in Children's Literacy Development: An Overview Report," by Dr. David W. Brown, Pennsylvania Department of Education, Office of Commonwealth Literacy, February 2003.**

**Make Reading Indicators:**

- 47% of households with children under the age of 18 have at least one book in the home, and 25% have at least one child who reads at least one book each year (State Dept. of Education).
- 47% of children in the grades who reading at or above level of the year of 2012. When the program is open during the fall and winter months, the number of children who read at least one book each year increases.

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## Parent brochure showing summer learning loss

(Idaho libraries, schools, and non-profits can order free of charge)



## Video: Summer Learning Loss and the Achievement Gap, narrated by Brian Williams



## Script: Visual Demonstration Activity showing Summer Learning Loss

A version of the Brian Williams video you can use with two live models. If you use this with parents, please change "low-income" and "middle-income" students to "students who do not continue to read over the summer" and "children who do."

## Video: The Statistics Lottery, from the Campaign for Grade Level Reading



## Summary of Summer Reading Research

**Why Public Library Summer Reading Programs Are Important**

**Summer Reading Loss Issues**

- Numerous studies have shown that reading over the summer prevents "summer reading loss."
- Children living in poverty are more likely to lose reading skills over the summer than children whose families are more affluent.
- Some researchers estimate 80-90% of the achievement gap for children living in poverty and for children of color, is the result of summer learning loss.
- Summer reading loss is cumulative. Children don't "catch up" in fall because the other children are moving ahead with their skills.
- By the end of 6<sup>th</sup> grade children who lose reading skills over the summer are two years behind their classmates.

**EVERY HERO**  
reads a story



## Bright Futures: School Partnerships Data Tracking Worksheet

The following information is required on your Annual Summer Reading Report, due September 15. Use this worksheet, customize this worksheet, or create your own to keep track of all your schools and their goals.

Fill out by March 20

Fill out after SRP ends

SCHOOL	Participation in 2014	Target Grades	Enrollment in Target Grades	Participation Goal 2015 (#)	Participation Goal 2015 (%)	Actual # Participated	Actual % Participated	Achieve Participation Goal? (Y/n)	Increase in participation from 2014? (Y/n)	Reading Output Goal	Actual Reading Output Goal	Achieve School Output Goal? (Y/n)	Total # times library visited school
1													
2													
3													
4													
5													0